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- English 110: Freshman Composition
- Section L2
- Tues/Thurs 9:30-10:45am

## ***-Intro-***

### **First-Year Composition Mission Statement**

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students' writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.

### **Course Learning Outcomes**

Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.

Develop strategies for reading, drafting, collaborating, revising, and editing.

Recognize and practice key rhetorical terms and strategies when engaged in writing situations.

Engage in the collaborative and social aspects of writing processes.

Understand and use print and digital technologies to address a range of audiences.

Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.

Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.

Practice systematic application of citation conventions.

## **Required Text**

This is a Zero Textbook Cost course. There are links to reading assignments that live online, and I have uploaded assigned articles in portable document format (.pdf).

## **Course Policies**

### **CCNY's Statement on Community Standards**

<https://www.ccny.cuny.edu/studentaffairs/community-standards>

## **Attendance**

Students are expected to attend every class session of this course and to be on time. If you miss five classes, your final grade may be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade may be dropped one full letter. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

### **Student Support Services Program, NAC 6/148**

<https://www.ccny.cuny.edu/sssp>

SSSP invites new students, especially incoming freshmen and transfers at the start of fall, to join us up to our 500-student cap. SSSP students should be either first-generation college students OR have a family income below a certain threshold. SEEK students are not eligible to join as SSSP's services in many ways mirror SEEK's. To apply, complete the application at [https://www.ccny.cuny.edu/sssp/sssp\\_application](https://www.ccny.cuny.edu/sssp/sssp_application). Accepted students have full access to SSSP's services, which include academic advising, personal counseling, and tutoring in the Academic Resource Center in Marshak 1104. Tutoring supports all disciplines, and offers SSSP students the only online, 24/7 writing review service currently offered at City. Students requesting in-person writing tutoring are assigned to the same tutor for a series of meetings which can be weekly or customized to the students' schedule of due dates.

### **Gateway Advising Center, NAC 1/220**

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

### **AccessAbility Center, NAC 1/218**

<http://www.ccny.cuny.edu/accessability/>

The AccessAbility Center/Student Disability Services (AAC/SDS) ensures full participation and meaningful access to all of City College's services, programs, and activities.

### **The Writing Center, NAC, Third Floor (entrance off the Amsterdam Avenue plaza)**

<https://www.ccny.cuny.edu/writing>

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline.

### **SEEK Peer Academic Learning Center, NAC 4/224**

<https://www.ccny.cuny.edu/seek>

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

### **The Counseling Center**

<https://www.ccny.cuny.edu/counseling>

The Counseling Center at CCNY offers individual and group counseling and crisis intervention to students. Students will meet with a counselor for an intake appointment during which time the counselor will discuss the student's concerns and help to identify an appropriate plan for treatment.

### **Public Safety**

<https://www.ccny.cuny.edu/safety>

The Department of Public Safety is located in NAC 4/201. The general information number is 212 650 6911. The emergency number is 212 650 7777.

### **Additional Policies**

#### **Guidelines for:**

- Maintaining a clean classroom environment (eating and drinking during class)
- Use of cell phones, tablets, and computers during class meetings (I'm not particular if they are used for class activities)

# ***-Schedule-***

(Keep In Mind: Syllabus Might/Can Be Altered)

## **Week 1 (Intro and "Think")**

**Tues 8/27:**

- Course Introduction, Syllabus Distribution
- Introduction of Key Terms:
  - Rhetorical Situation
  - Author and Audience
  - Tone and Purpose
  - Genre and Medium
  - Stance and Language
- Overview of Blackboard posting/Class Site

### **[Homework:]**

Reflection #1 (Both Due 8/28 by 6pm)

In this reflection, tell me what you know about writing. Tell me about the kinds of writing assignments you have been given, what you did to go about answering them, and how you assess your abilities as a writer. Include descriptions of non-school writing, too: anything you do in your home life, for work, or for pleasure or professional advancement. (Post to Blackboard under Reflection #1 and "Think"). Choose an article which has meaning to you. Answer the "Think" question lines (Post a link (or the url) to your article as well as your answers). For yourself: Imagine what the article would be geared to a different audience. (Post to Blackboard under Reflection #1 and "Think") Post Both as one response, not two responses.

**Daily Reading/Response:** "Art Spiegelman: Golden Age Superheroes Were Shaped By The Rise of Fascism"

Think:

- Who is the author of this piece? Is this author credible? Why?
- Who is the author's audience, and how do you know?
- What is the author's tone, and how do you know?
- What is the author's purpose, and how do you know?
- What is the genre? What are the features of this genre?
- What is the author's stance toward his subject? How do you know?

### **Thursday 8/29:**

- Course Overview/Syllabus/Course Website/Writing Assignments
- Class Read and Rhetorical Analysis of "A Eureka Moment for the Subway? Using the "Think" questions.
- Group Discussion of Spiegelman (presentations)

### **[Homework:]**

Identify a rhetorical situation in which you found yourself in the last week. Describe your rhetorical situation –the author, audience, tone, purpose, genre, medium, and stance. You must also explain why you chose to proceed with these rhetorical elements instead of others. Post this in the discussion board 1 by 6pm on August 31th. Group Post of Spiegelman Article (Due 8/31 by 11:59pm)

**Daily Reading/Response:** Rebecca Jones's "Finding The Good Argument Or Why Bother With Logic?" and be ready to discuss. (Pages 156-161).

Link: Finding the Good Argument...

### **Week 2 (Intro To First Assignment, Sources and Genres)**

### **Tuesday 9/3:**

- Discuss Rebecca Jones
- **Introduction to first writing assignment: "Source-Based Essay"** and CCNY Academic Databases (National Newspaper Index, Academic OneFile, Opposing ViewPoints in Context), Research Topic brainstorming
- Discuss identification of genres: scholarly source, newspaper article and magazine article.
- Discuss the stability of genres when it comes to siting sources.

### **[Homework:]**

**Daily Reading/Response:** Kyle D. Stedman's, "Annoying Ways People Use Sources" Choose one of the three topics from class and use one of the different Brainstorming techniques (headline which technique you use). Think about the comments given to you by your group mates. What do they tell you about your subject? What impact did their advise have on your decision making? Both the Think and Choose assignment should be posted on Blackboard under one post.

**Optional Reading:** L. Lennie Irvin's "What is Academic Writing"

**Thursday 9/5:**

NO CLASS (Monday Schedule)

**[Homework:]**

- Email me (at my CCNY email) with your final prospective topic for Source Based Essay, along with short explanation of interest and information gathered (put name and class in email heading)

**Daily Reading/Response:** Kerry Dirk's Navigating Genres. Post brief summary/response to Blackboard (Due before 9:30am, 9/10)

**Daily Reading/Response:** Reflective Writing and the Revision Process: What Were You Thinking; post brief summary / reaction to Blackboard. (Due before 9:30am, 9/10)

**Week 3 (Topics and Assignment #1 Drafts)**

**Tuesday 9/10:**

- Class discussion of Kerry Dirk's, Navigating Genres and summaries etc.
- Class discussion of "Reflective Writing and the Revision Process: What were you thinking."
- MLA Introduction

**[Homework:]**

**Daily Reading and Response:** Shitty First Drafts Article and  
Due before class on Thursday 9/12

**Optional Reading:** Writer's Edit Article

Research articles with full MLA citations and abstract by Thursday's class.

**Thursday 9/12:**

- Discussion of Daily Reading
- Thesis production and Topic. What is Topic?
- Thesis production through lens of topics. Also considering audience, tone and other key words. Which focus lends itself to which topic and which topic lends itself to your particular audience and intended tone etc.
- Group Exercises in generating GIVEN topic (to each group) then creating thesis using each one of potential topics, altering thesis for each. Who is your audience?

How do you generate a thesis or method or argument which will attract and appeal to said audience? Which of different topic choices is potentially more compelling or lends itself to your plan of argument? Why does it do so? Present as group.

**[Homework:]**

Post online and also bring physical copy of a rough draft of Source-Based Essay (which is a complete rhetorical analysis of at least one of chosen articles)  
(Due 9/16 by 5pm.)

**Week 4 (Peer Reviews and First Drafts)**

**Tuesday 9/17:**

- Peer Review of Source Based Essay rough drafts (2 on 2)
- MLA Workshop/Group Exercises
- Group work with one article per group; read abstract/intro; create general summary of abstract and produce MLA line. Present summary and MLA.
- Schedule conferences for next week

**[Homework]**

- **Daily Reading/Response:** Lloyd Bitzer's The Rhetorical Situation
- Write short paper discussing alterations to Source Based Essay draft as a result of Peer Review (about 300 words). Due before class Thursday 9/19

**Thursday 9/19:**

- Group/In-Class Discussion of "The Rhetorical Situation."
- Discuss Draft alterations
- Post First Draft Essay Rubric introduction and Creation
- **Intro to Second Writing Assignment: Inquiry Based Research Essay**
- Schedule Conferences for next week

**[Homework:]**

- **Second Draft Due** on Blackboard before **Midnight** on **Sunday 9/22**; we'll discuss this draft during **scheduled conferences**
- **Before class on 10/1:** Final draft of Source-Based Essay due (submitted to Blackboard)

**Week 5 (Conferences)**

**Tuesday 9/24**

No Class Conferences

**Thursday 9/26**

No Class Conferences

**[Homework]**

- Explore Topics/Research Questions for Research Paper for Second Assignment. Email me with any questions. (Handout)

**Week 6 (Research Questions)**

**Tues 10/1**

- Source-Based Essay due
- Further introduction to second writing assignment "Inquiry-Based Research Essay" (An Inquiry-Based Research Essay).
- Discuss Second Writing Assignment.
- Group Work: Discuss focuses/topics/research questions for Second Assignment with members of group (1 on 1). Consider together which is best form of attack for each other's chosen topic. Who will audience be? Why? What will be the tone? Why? What is the rhetorical situation? What will be the topic? Why? Think of the "Think" questions. What is initial research? Write down each other's answers and present conclusions to class.

**[Homework]**



- Writing Genre 1: Research Topic Reflection
  - Writing Genre #1: Research Topic Reflection (Due before class Thursday)

This reflection will be based on your topic exploration and initial research, as well as group discussion from class. You'll reflect on what may have inspired the desire for further inquiry, including how you came up with the question, why it might be important, and how you plan to explore the question in your research. If you can't decide on a single question at this point, write about the top three you have in mind. We'll work together on narrowing your focus into one final research question, and we'll evaluate examples of strong research questions.

AND-----

- Reflection #2 (Due before Thursday Class)

Open up the discussion board post in which you first wrote about the kinds of writing you are asked to do. Reread your notes. Then, consider and write a reflection to these questions:

- How is what you have learned about writing so far this semester similar to what you learned before you came to this class? How is it different? Illustrate your example by describing your experiences.
- How has your understanding of the rhetorical terms changed since the beginning of the semester? Illustrate this change, or lack of change, with examples from this or other classes or your non-academic life. What questions do you still have?
- What writing have you encountered in other classes this semester? Have you been able to apply what you've learned in this class to other class writing assignments? Have you encountered situations in which you needed to write but couldn't use what you've learned in this class?
- Describe the process of writing your first essay. How did you go about incorporating the research and the rhetorical terms? How did this process affect your understanding of writing?

### **Thursday 10/3:**

- Examples of Inquiry Based Research essay questions (What is the Gender Pay Gap, and Is It Real?)
- Resources for Developing Research Questions
- and introduction of....
- Writing Genre 2: Research Proposal
  - Writing Genre #2: Research Proposal (1-2 typed, single-spaced pages)

The proposal should identify the specific, final research question that you determine based on your initial exploration/research. Your proposal should discuss the same

ideas as the topic reflection, but should be a more finely tuned presentation of the question your research will explore.

You will need to include:

- Your research question with some context. What is it about this question that interests you? Why is it relevant?
- A timeline; by what point will you have completed research for secondary sources?
- A description of your audience and the name of a publication and a model essay (with a URL, if relevant) for which your essay might be appropriate.
- A bibliography of the work you have so far completed.

**!!NOTE!!**

**This assignment is the last chance to change your research question. Once your proposal has been approved, the question you propose is final.**

**[Homework]**

- By 10/8, 11:59 post online Writing Genre 2: Research Proposal

**Week 7 (Intro to Genre and Design)**

**Tuesday 10/8:**

NO CLASS

- Research Proposal Due to Blackboard

**Thursday 10/10:**

- Research Paper Components
- Homework: Writing Genre #3
- Daily Reading and Response

**Week 8 (Portfolios and CAC Website)**

**Tuesday 10/15:**

- Proper Online Research Methods
- Class Research Essay
- Homework: Writing Genre #3

**Thursday 10/17:**

- Writing a Research Paper (Components discussion)
- Portfolio Workshop
- Create a site at CAC (demonstrations)

**[Homework:]**

- Essay Outline and Thesis
- Create a C.A.C Site

**Week 9 (First Drafts)**

**Tuesday 10/22:**

- Class Paper Critiques
- Thesis Workshop
- Further Website Work

**[Homework:]**

- First Draft of paper due Thursday

**Thursday 10/24:**

- Peer Review of First Drafts
- Outline Creation
- Homework: Final drafts due Tuesday after Personal Conferences; Outline of Peer Work (due Wednesday, before 6pm)

**Week 10 (Personal Conferences)**

**Tuesday 10/29:**

NO CLASS - PERSONAL CONFERENCES

**Thursday 10/31:**

**NO CLASS – PERSONAL CONFERENCES**

**[Homework]**

- By 11/5, post online Final Draft of Inquiry-Based Essay.
  - Before handing in, think have I...
    - included four scholarly and three popular sources in my essay?
    - modeled my essay on an existing publication, adopting its genre conventions for my own essay?
    - completed the preliminary reflection, the research proposal, the report on research in process, and the final reflection?
    - applied citation style conventions in both in-text and end of text references?

And also due by 11/5....

- Writing Genre #4: Reflection to discussion board
  - Writing Genre #4: Post-Essay Reflection

Your purpose in this assignment is to reflect on your most recent essay to demonstrate what you know about writing. If you can, you should also describe what you have learned about writing—what do you know about writing that you didn't know in August?

Before you begin your essay, write a brief paragraph in which you identify your audience and the impact your audience has on your genre, language, and tone. Some possible audiences include next year's entering students, a human resources department at an agency that hires communication specialists in your field, or the US Secretary of Education.

Address the various aspects of writing that we have practiced—generating thoughts, peer review (both in and out of class), research (finding sources and generating your own material through interviews and observations), synthesis (making connections between your ideas and the ideas in your research sources), your drafting process, and anything else that seems important to you.

**Submissions:** Through Blackboard

### **Week 11 (Essay #3: Two Genres Assignment)**

#### **Tuesday 11/5:**

- Introduction to Essay #3: Composition in Two Genres assignment (Due 12/3)
- Brainstorm Short Assignment 1: Potential Genres Proposal
- Daily Reading

#### **[Homework]**

- By 11/7, post online Short Assignment 1 draft
- Short Assignment #1: Potential Genres Proposal:
  - For this assignment, you will explore various genres that might be appropriate to your project, and write a proposal outlining the ones you're thinking about using in your composition. This proposal is designed to help you explore several possible genres and then narrow in on a strategy for the two specific genres you will ultimately use in your project. You should also consider your audience strategy as you write this.

#### **Thursday 11/7:**

- Short Assignment 1: Potential Genres Proposal draft due
- Brainstorm Short Assignment 2: Audience Strategy
- Website Development
- Add Inquiry-Based Essay to portfolio
- Daily Reading

#### **[Homework]**

- By 11/12, post online Short Assignment 2: Audience Strategy
- Short Assignment #2: Audience Strategy:
  - This strategy will be developed based on your research essay and your genres proposal. The audience strategy is the blueprint or foundation of your composition, so it is critical to develop a strategy with the end effect in mind. Planning in advance about how you will communicate your ideas to an audience will ensure its success; poor planning will result in a less-than-effective final project.

**Week 12 (Potential Genres and Audience)**

**Tuesday 11/12:**

- Short Assignment 2: Audience Strategy draft due

NO CLASS – PERSONAL CONFERENCES

**Thursday 11/14:**

NO CLASS – PERSONAL CONFERENCES

- By 11/19, post online final draft of Short Assignment #1 and #2 (Potential Genres Proposal and Audience Strategy)

**Week 13 (Theory of Writing)**

**Tuesday 11/19:**

- Final draft of Short Assignments 1 and 2 due
- Introduction to Theory of Writing assignment

**Thursday 11/21:**

- Peer Review/Discussion of Essay 3: Composition in Two Genres

**[Homework]**

- **Daily Reading:**
- By 12/3, post online final draft of Essay 3: Composition in Two Genres

**Week 15**

**Tuesday 11/26:**

- Discussion of Daily Reading
- More discussion of Essay #3
- Short Assignment #3 discussion and work

**[Homework]**

- Short Assignment #3:
  - Short Assignment #3: Reflection on Your Composition.

- In this reflection, you will analyze the process of moving from your research essay to your composition project, as well as think through questions that involve the key terms. Think about what rhetorical choices you have made, and consider the following questions: 1) Audience—what barriers in communicating to your audience(s) did you encounter? How did you overcome these barriers? 2) Process—how was the composing process different from your research essay? 3) Genre—why did you choose the two genres that you did? How did the genre affect the audience choice? 4) Reflection—what rhetorical practices did you find yourself using? Were they effective in the way you presented them?

**Thursday 11/28:**

NO CLASS

**Week 16**

**Tuesday 12/3:**

- [Essay 3: Composition in Two Genres due]
- Theory of Writing (Due 12/20) Workshop

**Thursday 12/5:**

TBD (Workshop)

**[Homework]**

- By 12/10, post online first draft of Theory of Writing

**Tuesday 12/10:**

- [First draft of Theory of Writing due]
- Peer Review

**Thursday 12/12:**

Last day of Classes! TBD

**[FINALS: Final Portfolio and Theory of Writing due by 12/20]**

## ***-Grading-***

**Source-Based Essay (20%)**

**Inquiry-Based Research Essay (30%)**

- Research topic reflection (2.5%)
- Research proposal (2.5%)
- Report on research in progress (5%)
- Post-essay reflection (5%)
- Essay (15%)

**Composition in Two Genres First and Second Drafts Combined (20%)**

**Theory of Writing and Portfolio (20%)**

**Discussion Board Posts/Participation--10%**



# ***-Assignments-***

## **Essay #1:**

- Source-Based Essay on Rhetorical Situation: Author, Audience, Tone, Purpose, Genre, Medium, and Stance

## **Assignment Resources**

- rhetorical situation
- author and audience
- tone and purpose
- genre and medium
- stance and language

## **examples of rhetorical analysis (on class website):**

- Sadia
- Rifat
- Anonymous

## **Goals for this Assignment:**

With this assignment, we want you (our audience) to get some practice with the rhetorical terms that we list above (our purpose). We will use these rhetorical terms throughout the semester; they form the basis of the course. Throughout the course, we want to develop your understanding of how rhetoric and writing function in social contexts. You'll be able to use what you learn about rhetoric in this course and apply it in any other course that requires writing. We also want to familiarize you with CCNY's academic databases. You already know how to search for material on the open web; a better understanding of how to make use of academic databases will expand the range of materials to which you have access. (Notice our tone and language here: professional, but not too academic. Accessible, but not casual.)

## **Technical Details**

For this assignment, you will write a source-based article (that is, you'll do some research in CCNY's academic databases) in which you will describe the rhetorical elements--author and audience, tone and purpose, genre and medium, and stance and language--of four sources that you have found in CCNY's academic databases and on the open web on the subject of your choice. You need to have at least four sources, and they must include a web site (including social media posts), a magazine article, a newspaper article, and a scholarly source (we'll discuss "scholarly sources" in detail during the class). With the exception of the website, you must locate your sources within CCNY's academic databases. We recommend that you use Academic One File, Opposing Viewpoints in Context, and the National Newspaper Index, but the choice is up to you.

For each article you choose, you will provide a brief summary, describe its author and audience, tone and purpose, genre and medium, and stance. In your analysis, you'll not only identify, for example, the writer's purpose--to inform, to persuade, to argue, or something else--but also what in the text tells you what the purpose is. If, for example, I think the article's purpose is to argue, I'd point out phrases like "In this article I argue," or point out where the author makes specific claims about their subject. You'll also need to look at both the articles you choose and the publication in which they appear. Looking at the publication's web site will give you a lot of information about your article's purpose and audience.

Finally, you'll make connections between the various articles that you analyze. In what ways are your various sources similar or different?

## **Format**

In this essay, you're describing a series of articles. Instead of making an argument, as school essays often do, you're exploring your sources from a rhetorical perspective. The essay should include:

- A general introduction, that tells the reader what your subject is...
- Rhetorical analyses of four sources...
- Your thoughts about the relationships between the rhetorical elements of your sources...

With the exception of the general introduction, your essay doesn't have to be in this exact order. You might, for example, want to talk about author and audience across all of your sources at the same time instead of separately presenting the audience analysis for each article.

**Length: 6-7 pages, including citations (1,500-1,750 words)**

**Submission: Through Blackboard (we'll go through the process in class)**

**Have you:**

- Used four different genres for your sources?
- Identified and made comparisons between the various rhetorical aspects of your sources, including rhetorical situation, purpose, audience, genre, and stance?
- Uploaded your assignment to Bb?

**Essay #2: An Inquiry-Based Research Essay on the Subject of Your Choice****Assignment Description**

For this assignment, you will write a 8-10 page (2,000-2,500 words) research essay. The objective in developing this inquiry-based research essay is probably not like other research essays with which you may be familiar. In an inquiry-based essay, the development of a research question is the cornerstone of the essay, providing a guideline for you to follow your research wherever the information takes you. The careful formulation of a solid research question about your topic is crucial to ensure your inquiry will be effective. Once you have developed a question--and that question has been approved by your instructor--you'll conduct research that will help you answer it.

In order to answer that question, we ask you to identify an article to serve as a model for the essay you are writing. Your essay will take on the general shape and contours of that model essay. You'll perform a rhetorical analysis of your source article--its rhetorical situation, author, audience, tone, purpose, genre, medium, stance and language--as a way to mimic these aspects in the essay that you'll write. Since each student's model essay is unique, the essays each of you write will be different. Although all of the essays will be some version of a research essay, some will argue for particular positions, some will be explanatory or investigative in nature, and some will be intended to inform. Your sub-genre's conventions--where the thesis goes and how it's worded, how the claim/support structure is arranged, its visual presentation, and how it concludes--will determine, but not dictate, the arrangement of your own essay. Genres are socially agreed up methods of arrangement, but they're flexible.

Once your research question is finalized, you will look for information that will help you explore and, perhaps, answer your question. Your aim here will be to make use of the research that you discover to help you to shape your essay. To do that, you'll need to find a variety of sources that are relevant to your topic and read them carefully enough that you'll be able to summarize their main points for use in your essay. You'll want to be sure that you've included at least one opposing point of view.

**The following types of research must be incorporated into your essay:**

- An interview with a member of a non-profit organization, or an observation of an event organized by a non-profit organization
- At least 4 academic sources

- At least 3 popular media sources
- Throughout the research process, you will write several short assignments in various genres. These genre assignments are designed to keep your research focused, to have you reflect on the research process and your sources so that you might better analyze them, and to help you present strong ideas in your essay. Each genre assignment is designed to help you through various stages of your research.

### **Have I...**

- included four scholarly and three popular sources in my essay?
- modeled my essay on an existing publication, adopting its genre conventions for my own essay?
- completed the preliminary reflection, the research proposal, the report on research in process, and the final reflection?
- applied citation style conventions in both in-text and end of text references?

### **Writing Genre #1: Research Topic Reflection**

This reflection will be based on your topic exploration and initial research. You'll reflect on what may have inspired the desire for further inquiry, including how you came up with the question, why it might be important, and how you plan to explore the question in your research. If you can't decide on a single question at this point, write about the top three you have in mind. We'll work together on narrowing your focus into one final research question, and we'll evaluate examples of strong research questions.

### **Writing Genre #2: Research Proposal (1-2 typed, single-spaced pages)**

The proposal should identify the specific, final research question that you determine based on your initial exploration/research. Your proposal should discuss the same ideas as the topic reflection, but should be a more finely tuned presentation of the question your research will explore. You will need to include:

- Your research question with some context.
- What is it about this question that interests you?
- Why is it relevant to social justice or social action?
- A timeline; by what point will you have completed research for secondary sources?
- A description of your audience and the name of a publication and a model essay (with a URL, if relevant) for which your essay might be appropriate.
- A bibliography of the work you have so far completed.

**NOTE:** This assignment is the last chance to change your research question. Once your proposal has been approved, the question you propose is final.

### **Writing Genre #3: Report on Research in Progress (1-2 typed, single-spaced pages)**

In this report you will provide an update on your research in progress. You should provide the following information:

- Discuss the sources you have found so far and analyze their credibility
- Provide details about each source: how was each found, what makes it viable, and how you imagine each one effectively supporting your ideas
- Identify a source you found while conducting your research but have discarded, and explain why you are excluding it
- Discuss a source you are considering using, but about which you are still unsure, and explain your uncertainty
- Identify what's missing in your research, and speculate about information you are still seeking from additional sources

#### **Writing Genre #4: Post-Essay Reflection**

Your purpose in this assignment is to reflect on your most recent essay to demonstrate what you know about writing. If you can, you should also describe what you have learned about writing--what do you know about writing that you didn't know in August?

Before you begin your essay, write a brief paragraph in which you identify your audience and the impact your audience has on your genre, language, and tone. Some possible audiences include next year's entering students, a human resources department at an agency that hires communication specialists in your field, or the US Secretary of Education.

Address the various aspects of writing that we have practiced--generating thoughts, peer review (both in and out of class), research (finding sources and generating your own material through interviews and observations), synthesis (making connections between your ideas and the ideas in your research sources), your drafting process, and anything else that seems important to you.

#### **Submission: Through Blackboard**

#### **Essay #3: Composition in Two Genres**

For this assignment, you will move from researching and analyzing your topic, as you did in the Research Essay, to creating a composition that uses two different genres to communicate to a targeted audience about that same topic. You will use your previous research to inform your creative strategy and help you make the rhetorical choices necessary to create an effective composition. These two genres are up to you to

decide upon, based on your analysis of the rhetorical situation and the way in which you respond to it.

In this assignment, you will strategically target a specific audience(s), then develop key messages to communicate to that audience--based on knowledge of your topic gained from developing the research essay--and finally create two genres designed to communicate those messages to your audience(s). You will also write a rationale to communicate the connections between genres and your strategies for choosing them, and you will write a reflection that will consider the effect of these choices on your audience.

This assignment requires you to engage your critical thinking, rhetorical awareness, and reflection capabilities in order to most effectively communicate with your specified audience. Your strategy will determine the choices you make in communicating to your audience, how you present the research, and what you create to convey your message. The composition will include:

- Two genres of communication created for your audience(s)
- A rationale for your composition (1-2 pages) that orients your reader to the purpose of your work and its significance to your audience
- A reflection (1-2 pages) that outlines the process from audience strategy to final composition, exploring the rhetorical choices—genre, stance, and rhetorical situation—you made in creating this project
- Potential Genres

You may use any genres you feel are appropriate to your audience. The strategy you develop will guide you in choosing the genres you want to create. Communicating effectively to your audience by choosing genres best suited to conveying your message will determine the potential effect of your composition. The genres that you choose must be approved by your instructors.

Just as you did for the research essay, for this composition project you will engage in a series of short writing assignments designed to help you focus your thinking about audience, message, and outcome before you begin the composition.

### **Short Assignment #1: Potential Genres Proposal**

For this assignment, you will explore various genres that might be appropriate to your project, and write a proposal outlining the ones you're thinking about using in your composition. This proposal is designed to help you explore several possible genres and then narrow in on a strategy for the two specific genres you will ultimately use in your project. You should also consider your audience strategy as you write this.

## **Short Assignment #2: Audience Strategy**

This strategy will be developed based on your research essay and your genres proposal. The audience strategy is the blueprint or foundation of your composition, so it is critical to develop a strategy with the end effect in mind. Planning in advance about how you will communicate your ideas to an audience will ensure its success; poor planning will result in a less-than-effective final project.

## **Short Assignment #3: Reflection on Your Composition**

In this reflection, you will analyze the process of moving from your research essay to your composition project, as well as think through questions that involve the key terms. Think about what rhetorical choices you have made, and consider the following questions:

- Audience--what barriers in communicating to your audience(s) did you encounter?
- How did you overcome these barriers?
- Process--how was the composing process different from your research essay?
- Genre--why did you choose the two genres that you did? How did the genre affect the audience choice?
- Reflection—what rhetorical practices did you find yourself using? Were they effective in the way you presented them?

### **Have you...**

completed all of the short assignments, responding to the questions in each assignment in sufficient detail? created two genres of your composition?

## **Essay #4: Portfolio and Theory of Writing**

This assignment gives you a chance to reflect on what you know about writing, and how what you know shapes your decisions about how you write. Reflection gives you a better understanding of what you know about your subject. This semester we have used reflection in this way on several occasions.

For this final assignment, you'll use reflection to develop a theory of writing. Your theory of writing will serve as the introduction to your portfolio--it should be on the introductory page to your portfolio website.

The digital portfolio should contain, at a minimum, all of the major writing assignments from this semester--the Inquiry Based essay, the Source Based Essay, the Composition

in Two Genres, and the Theory of Writing--plus anything else (reflections, work from other classes or your non-academic life, or something else) that will support the claims you make in your theory of writing.

Through your application of key rhetorical terms--rhetorical situation, audience, author, tone, purpose, genre, medium, stance, and language--you have been developing your theory of writing and exploring how it informs your practice of writing. We have also engaged in several writing strategies--brainstorming, peer review, and revision. As a result of your work with these rhetorical concepts and writing strategies, you have had the opportunity to create a knowledge base of writing and its practices.

For this assignment, describe your theory of writing. Using the key terms and strategies, describe what you believe it is important to know about writing. Then, describing your writing process and your writing for this semester, describe how what you believe about writing shapes your writing. Use examples from your work for this class, for other classes, or, if useful, your non-academic life to demonstrate this relationship between theory and practice.

Frame your theory of writing as a narrative--what did you believe about writing coming into this class, and how has that theory changed with each assignment? If there were any significant events that had an impact on you--a certain assignment, comments from peers and instructors, or something else--use that event as a way to shape your narrative. What is different about how you write now? Be sure to describing writing that took place outside this classroom--your theory of writing should be expansive enough to shape your writing across multiple contexts.

This final reflection is an opportunity for you to demonstrate your increased knowledge in writing--the practices of writing, the key terms, and any specific skills you've acquired.

**Questions to think about; not necessarily directly answer:**

- Define your theory of writing.
- What was your theory of writing coming into this class? How has your theory of writing evolved with each piece of composing?
- What has contributed to your theory of writing most?
- What is the relationship between your theory of writing and how you create(d) knowledge?
- How might your theory of writing be applied to other writing situations both inside and outside the classroom?